

## SUCCESS STORY WORKSHEET – FCS Home Environment

Name: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_ County: \_\_\_\_\_

Map Title: \_\_\_\_\_ Program Plan: \_\_\_\_\_

**Significant Accomplishment:** Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources where situational data was obtained.

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**Importance of the Program:** State the importance of the program, as if relaying a message to stakeholders (e.g., clientele, decision-maker).

- Abraham H. Maslow introduced the concept of a hierarchy of needs back in 1943. The hierarchy suggests that people are motivated to fulfill their basic physiological needs, before proceeding through rising levels of need—safety & security, love/belonging, self-esteem, to self-actualization. 4-H Home Environment projects nurture the fulfillment of these needs within the home.
- The Search Institute’s 2012 study, “The American Family Assets Study,” shows that all kinds of families can be stronger by paying attention to how they build strong relationships, set routines and expectations, deal with challenges in healthy ways, and develop deep connections to their communities. Outcomes like academic performance, civic engagement and healthy lifestyles are directly related to the level of “Family Assets”—assets are categorized as relationships, interactions, opportunities, and values. The more strengths possessed by the family, the more positive outcomes will result for both the children and the parents.  
Source: Search Institute, on Family Well-Being, downloaded 8-7-2013 at <http://www.search-institute.org/research/family-well-being>
- In 2012, the Kentucky Child Advocacy Center provided services to 2,320 youth who were reported to have been abused. Of those, 1,371 of the abusers were family members or a parent’s boyfriend/girlfriend. (Source: National Children’s Alliance, 2012)
- In 2011, 280,000 children in low-income households where housing exceeds 30% of the income. (Source: National KIDS COUNT 2011)
- A variety of studies have been done on the importance of family dinners. According to WebMD writer Jeanie Lerche Davis, when the findings are totaled, these results tend to occur:
  - Everyone eats healthier meals.

- Kids are less likely to become overweight or obese.
  - Kids are more likely to stay away from cigarettes.
  - Kids are less likely to drink alcohol.
  - Kids won't likely try marijuana.
  - Kids are less likely to use illicit drugs.
  - Friends won't likely abuse prescription drugs.
  - School grades will be better.
  - Parents and kids will talk more.
  - Parents will be more likely to hear about a serious problem.
  - Kids will feel like parents are proud of them.
  - There will be less stress and tension at home.
- Almost half (48 percent) of all families with children between the ages of 2 and 17 have all four of the media staples among families with children: a television, a VCR, video game equipment, and a computer. The average household with children aged 2 to 17 has 2.8 television sets. (Source: Woodard, E. H., and Gridina, N. (2000). Media in the Home 2000: The fifth annual survey of parents and children. University of Pennsylvania. The Annenberg Public Policy Center. Retrieved July 17, 2005, from <http://www.annenbergpublicpolicycenter.org>.)
  - Children in families with heavy television viewing parents (i.e., more than 2 hours per day) spend more time each day watching television and videotapes, playing video games, and surfing the Internet. According to parents, children spend nearly 2 ½ hours viewing television. Children from low-income households spend 54 minutes more watching television, 30 minutes more watching videotapes, and 27 minutes more playing video games than children from high-income households. Low-income families are less likely to own computers and have Internet access.

(Source: Woodard, E. H., and Gridina, N. (2000). Media in the Home 2000: The fifth annual survey of parents and children. University of Pennsylvania. The Annenberg Public Policy Center. Retrieved July 17, 2005, from <http://www.annenbergpublicpolicycenter.org>.)

**Inputs-Role of Extension:** State the role of Extension (e.g., presenter, educator, sponsor, collaboration, facilitator, advisor).

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**Outputs-educational methods, activities and audience (What was done?):** What are the educational methods, activities, resources used, number of persons and characteristics of the audience?

- Method, activity and/or resources used: \_\_\_\_\_
- Number attending: \_\_\_\_\_
- Target Audience (i.e., characteristics): \_\_\_\_\_

**Evaluation Methods:** How did you gather information to determine if anything happened (Pre-test, post-test, survey, focus group, testimonial, etc.)?

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**Outcomes/Impact (So What?)** Determine the HIGHEST level of impact (initial, intermediate, or long-term outcome) the program had on individuals, families, groups and/or society.

**Initial Outcome** – Learning that results from participation – **KOSA** – What knowledge, opinions, skills, and/or aspirations have people gained as a result of this program? Initial outcomes are seen as prerequisites to action taken (e.g., behavioral or practice change).

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**Intermediate Outcome** – Actions that result from learning- What practices, behaviors or choices do individuals now exhibit as a result of participating in this program. These **behavior** or **practice changes** logically occur prior to seeing the effects of long-term outcomes.

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**Long-term Outcome** – Conditions that change as a result of action- **SEEC**- What changes in social, economic or environmental conditions have occurred as a result of this program? How have individuals, families and communities been assisted in learning and changing their behaviors/practices? How are they currently “helping themselves” as a result of Extension programming?

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**Write a 6-8 sentence description of this accomplishment in the form of a Success Story.**

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Adapted from Jacobs, C. , Stamper, C., & Davis, J. (2010, June). *Writing impact statements*. University of Kentucky Cooperative Extension Service.